

Social Stratification I

MASTER IN SOCIAL SCIENCE, UC3M – IC3JM (2023-2024)

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Teaching hours: Wednesdays 10:00-13:00, Jan 31st

COURSE DESCRIPTION

This course examines the distribution of socially relevant resources by contemporary and historical societies, exploring the resultant inequalities within and across generations. It investigates how these disparities evolve over time and vary among different social groups. Providing students with a theoretical framework of key debates, alongside empirical evidence, the course integrates interdisciplinary perspectives—where applicable—from fields such as archaeology, economics, epidemiology, demography, genomics, and psychology. Comparative analyses will include examples from both advanced democracies and, in particular contexts, low- to middle-income nations.

COURSE ORGANIZATIONS

Session structure: Classes are organized in two blocks.

- The first consists of a lecture given by the professor, with discussion of the issues presented in the lecture.
- The second will consist of student-run presentations.

Student presentations: Presentations should reflect on the structure of the literature, establish basic facts, produce new ideas, and pose questions for discussion with their peers about alternative explanations of empirical regularities relevant to the subject. Presenters can dig into their topics beyond the limits of this syllabus, both empirically and theoretically. The presenters will also be responsible for organizing an active discussion with their peers. Hints to endure an active debate is to address your colleagues along these lines:

- Present challenging questions to common sense or widespread expectations
- Discuss methodological criticisms to the standard practice in the studied agenda
- Propose new avenues for future research
- Present contradicting evidence
- Elucidate causal mechanisms, etc.

The first week will be dedicated to assigning topics to students. In case multiple students opt to present on the same topic, we will take into account substantive aspects to reach a final decision. Ideally, presentations should be individual.

Response papers: Students not presenting in the session are required to submit concise response papers, reflecting on the assigned readings or central ideas they would ideally

want to discuss in the session (which can also originate in other materials is a clear connection to the issues at stake is granted). Response papers should be *succinct*, ideally *one page*, but no longer than two pages. They must address the following:

- Questions that remain unanswered after the reading.
- Direct challenges to the arguments presented within the readings.
- Critical analysis, either substantive or methodological, pertaining to the material.
- Papers must be emailed to the instructor at [hector.cebolla@gmail.com] by 14:00 on Tuesdays preceding the class sessions.

Please, do not summarize the readings. To ensure the authenticity and originality of class discussions and presentations, students are discouraged from using AI to formulate their arguments or points of debate. While AI can be a useful tool for certain tasks, the primary aim of this course is to develop independent critical thinking and personal insight. Therefore, students should rely on their own analyses and interpretations when preparing for presentations and writing response papers.

Research paper: Each student must make a research proposal to develop his or her final paper. The topics on which these papers will be developed may be directly related to those selected in the syllabus or, at least, indirectly related as long as they are relevant to the study of social stratification. The structure of these papers should follow the logic of an empirical research article: research question, literature review, discussion of the substantive contribution that the paper will make to the literature, and empirical exploitation plan. Students can choose to complete the structure with empirical analysis. While this is not compulsory, it will be considered positively. The length of research papers should be around 15 pages. Papers should be individual.

In the final sessions, students will have a chance to present their research question and relevance in front of the rest of the class for feedback.

Course evaluation: 30% of the final grade will be based on students' active participation in all sessions and their response papers. Another 30% will be allocated to the individual presentation and the structure and dynamism of the discussion proposed in class. The remaining 40% will be determined by the research paper.

SESSIONS AND TOPICS

1. **The history of social stratification: inequality in ancient and past societies. Jan 31st.**

The session begins by exploring how social inequality is far from a modern phenomenon, drawing on Mitnik et al.'s study of Bronze Age Europe which reveals a long-lasting structure of high-status families and subordinate unrelated individuals. This sets a stage for understanding the *longue durée* of social stratification, suggesting that certain patterns of inequality have deep historical roots. We then transition to discussing Clark's analysis of surname persistence in Sweden, which challenges perceptions of social mobility and the fluidity of class structures in a country often associated with egalitarianism. This work implies a surprising stability in elite status across centuries. This theme of endurance in elite status could be further expanded by examining Goni's research on assortative mating

among the upper echelons of society, where even an event as disruptive as the mourning period of Queen Victoria can affect social dynamics, illustrating the intertwined nature of personal and social histories.

Complementary readings would introduce broader sweeps of inequality, from Alfani's long-term perspectives to Kohler et al.'s comparisons of wealth disparities across continents, reinforcing the idea that inequality is a complex and pervasive human condition. Barone and Mocetti's work on Florence's intergenerational mobility—or the lack thereof—adds another layer, suggesting mechanisms like the "glass floor" that prevent the fall of the upper classes, which can be juxtaposed with the idea of social upheavals as equalizers, as Scheidel discusses. Finally, Lalueza-Fox's "Inequality: A Genetic History" would provide a novel angle by examining how genetic studies can inform our understanding of historical patterns of inequality.

Core readings

- Mitnik, Alissa, Ken Massy, Corina Knipper, Fabian Wittenborn, Ronny Friedrich, Saskia Pfengle, Marta Burri et al. "Kinship-based social inequality in Bronze Age Europe." *Science* 366, no. 6466 (2019): 731-734.
- Clark, G. (2012). What is the true rate of social mobility in Sweden? A surname analysis, 1700-2012. *Manuscript, Univ. California, Davis*.
- * Goni, Marc. "Assortative Matching at the Top of the Distribution: Evidence from the World's Most Exclusive Marriage Market." *American Economic Journal: Applied Economics* 14.3 (2022): 445-87

Complementary readings

- Alfani, Guido. "Wealth and income inequality in the long run of history." *Handbook of cliometrics*. Springer, Cham, 2019. 1173-1201.
- Kohler, T. A., Smith, M. E., Bogaard, A., Feinman, G. M., Peterson, C. E., Betzenhauser, A., ... & Bowles, S. (2017). Greater post-Neolithic wealth disparities in Eurasia than in North America and Mesoamerica. *Nature*, 551(7682), 619-622.
- Barone, Guglielmo, and Sauro Mocetti. "Intergenerational mobility in the very long run: Florence 1427–2011." *The Review of Economic Studies* 88.4 (2021): 1863-1891.
- Scheidel, W. (2017). The great leveler. In *The Great Leveler*. Princeton University Press.
- Lalueza-Fox, Carles. *Inequality: A Genetic History*. MIT Press, 2022.

2. Contemporary class analysis Feb 7th

This session on Contemporary Class Analysis, dives into the complex idea of class within sociological frameworks. Starting with Grusky's foundational texts on classical theories, we'll explore the direct insights from, among others, Marx and Weber, setting the stage for a critical discussion. We'll then delve into Sorensen's perspective on class as a source of economic rent, examining how this opens up the "black box" of class to reveal underlying mechanisms of inequality. Golthorpe's work on employment contract differentiation further enriches our understanding of class distinctions in societal roles and economic outcomes.

Complementing these readings, we will integrate Scott's analysis of class in late modernity, Wright's argument on the pervasive influence of class, Tåhlin's skill-based class construction, and Fourcade and Healy's examination of life-chances in the neoliberal era. Finally, Zajko's recent work on artificial intelligence and social inequality will bring a contemporary edge to our sociological discourse, ensuring a comprehensive exploration of class in today's world.

Core readings:

- Grusky, David. *Social stratification, class, race, and gender in sociological perspective*. Routledge, 2008. Marx: 74-89; Weber 114-132
- *Grusky, David. *Social stratification, class, race, and gender in sociological perspective*. Routledge, 2008..Sorensen: 219-235
- *Golthorpe, Jonh H 2007 "Social class and the differentiation of employment contracts" PP 101-124 In J-H. Golthorpe *On Sociology*. Stanford, Stanford University Press.

Complementary readings

- Scott, J. (2002). Social class and stratification in late modernity. *Acta Sociologica*, 45(1), 23-35.
- Wright, Erik Olin (2000). *Class counts student edition*. Cambridge University Press,. Chapter 1 "Class analysis" 1-41.
- Tåhlin, M. (2007). Class clues. *European Sociological Review*, 23(5), 557-572.
- Fourcade, M., & Healy, K. (2013). Classification situations: Life-chances in the neoliberal era. *Accounting, Organizations and Society*, 38(8), 559-572.
- Zajko, Mike. "Artificial intelligence, algorithms, and social inequality: Sociological contributions to contemporary debates." *Sociology Compass* 16.3 (2022): e12962.

3. A general framework for studying social Mobility Feb 14th

In our third session we shall unravel the complexities of the OED (Occupation, Education, Destination) model, with a particular focus on the 'OD' relationship—how occupation and destination interact in the social mobility framework. The subsequent sessions will delve into 'ED' and 'OE' respectively. We'll consider Bukodi and Goldthorpe's analysis of the nuanced inverse relationship between inequality and mobility, scrutinizing its application across different national histories. Additionally, we'll integrate insights from Alesina et al. on the transient impacts of revolutions on economic homogenization, as well as Hertel and Groh-Samberg's comparative study across 39 countries.

The session will also incorporate works by Breen, Erikson, and Mitnik will further our understanding of mobility within industrial societies and high-inequality regimes, offering a broadened view of educational attainment and its relation to social mobility.

Core readings

- Bukodi, E., & Goldthorpe, J. H. (2018). Social inequality and social mobility: is there an inverse relation?. *SocArXiv*, doi, 10.
- Goldthorpe, John H. "The role of education in intergenerational social mobility: Problems from empirical research in sociology and some theoretical pointers from economics." *Rationality and society* 26.3 (2014): 265-289.
- Alesina, A. F., Seror, M., Yang, D. Y., You, Y., & Zeng, W. (2020). *Persistence through revolutions*. National Bureau of Economic Research. China:

Complementary readings

- Hertel, F. R., & Groh-Samberg, O. (2019). The relation between inequality and intergenerational class mobility in 39 countries. *American Sociological Review*, 84(6), 1099-1133.
- Breen, R., ed. 2004. *Social Mobility in Europe*. Oxford: Oxford University Press. Chapter 1 The comparative Study of Social Mobility and 2. Statistical Methods of Mobility Research p. 1-35.
- Erikson, R., Goldthorpe, J. H., & Goldthorpe, J. H. (1992). *The constant flux: A study of class mobility in industrial societies*. Oxford University Press. Conclusions (Chapter 11)
- Breen, Richard and Jonsson, Jan 2005. "Inequality of Opportunity in Comparative Perspective: Recent Research on Educational Attainment and Social Mobility". *Annual Review of Sociology*, 31:223–43
- Mitnik, P. A., Cumberworth, E., & Grusky, D. B. (2016). Social mobility in a high-inequality regime. *The ANNALS of the American Academy of Political and Social Science*, 663(1), 140-184.
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4. Inequality in educational results – early life & household resources Feb 21st

This session aims to foster a critical understanding of how early life conditions and the resources available within a child's household can pre-determine educational achievements, setting the stage for discussions on policy interventions and educational reforms. Session will delve into the substantial issue of early life circumstances and household resources as pivotal elements influencing educational outcomes. Following the discussion on the Opportunity-Education-Desire (OED) Triangle Session 3, will focus on the 'OE' component, exploring the reasons behind differing educational results due to social origin. We will commence by examining a body of research that inquires whether social inequalities in school-age achievement are established prior to, or during, formal schooling. Passaretta, Skopek, and van Huizen's (2022) work provides a comprehensive European perspective on this debate. Complementing this, we will delve into Hackman and Farah's (2009) influential study on how socioeconomic status (SES) is closely linked to neurocognitive performance from early childhood, particularly in areas such as language and executive function, suggesting that disparities in neural processing exist even when performance levels appear equal. Further exploring the role of early education, Cebolla-Boado, Radl, and Salazar (2017) question whether preschool education can serve as a 'great equalizer' in terms of reading competence across different societies. We will also consider

Torche's (2018) findings on how prenatal exposure to acute stress can have long-term effects on children's cognitive outcomes.

To contextualize these core readings, Reardon's (2011) research will be discussed as a complementary perspective, providing a longitudinal view of the widening academic achievement gap between children from high- and low-income families, which has significantly increased over a span of a quarter-century.

Core readings

- Passaretta, G., Skopek, J., & van Huizen, T. (2022). Is social inequality in school-age achievement generated before or during schooling? A European perspective. *European Sociological Review*, 38(6), 849-865.
- Hackman, D. A., & Farah, M. J. (2009). Socioeconomic status and the developing brain. *Trends in cognitive sciences*, 13(2), 65-73.
- Cebolla-Boado, H., Radl, J., & Salazar, L. (2017). Preschool education as the great equalizer? A cross-country study into the sources of inequality in reading competence. *Acta Sociologica*, 60(1), 41-60.
- Torche, F. (2018). Prenatal exposure to an acute stressor and children's cognitive outcomes. *Demography*, 55(5), 1611-1639.

Complementary readings

- Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. *Whither opportunity*, 1(1), 91-116.
- Radl, J., Salazar, L., & Cebolla-Boado, H. (2017). Does living in a fatherless household compromise educational success? A Comparative Study of Cognitive and Non-Cognitive Skills. *European Journal of Population*, 33(2), 217-242.

5. Inequality of educational opportunity - educational institutions - Feb 28th

In the fifth session of our exploration into educational inequality, we shift our focus to the structural role of educational institutions and the concept of inequality of educational opportunity. We will dissect the intricate relationship between educational pathways and social mobility by analyzing the influential theories presented by Goldthorpe and others. This session is particularly pivotal as we scrutinize how the link between education and subsequent social outcomes is undergoing significant transformation.

We will also critically review the Blossfelds' comprehensive study on the decline of educational inequality in Germany, emphasizing the importance of the transitional phase to upper secondary education. Although the research is region-specific, it provides invaluable insights into the broader implications for educational policy and practice, marking it as a cornerstone in our compendium of readings. Our discussion will be enriched by the complementary readings from prominent scholars like Shavit, Blossfeld, Breen, and others. These works collectively paint a dynamic picture of educational inequality's evolution over

time and across different European contexts. We will debate the methodological rigor and the theoretical underpinnings that shape our understanding of how social backgrounds influence educational transitions, from early education to tertiary levels.

In this session, we will also scrutinize studies challenging longstanding beliefs, such as Grätz's analysis of the German education system and its impact on socioeconomic inequalities, which provides a counter-narrative to the commonly held belief about the 'summer break gap.' We will engage with Bernardi and Cebolla Boado's findings on the complex interplay between prior school results, social background, and the subsequent educational journey of individuals.

By examining these studies, we aim to foster a nuanced understanding of the mechanisms through which educational institutions either perpetuate or ameliorate social inequalities. Our goal is to draw upon diverse methodological approaches and theoretical perspectives to better grasp the shifting sands of educational inequality and opportunity within and across societies.

Core readings

- Cebolla Boado and Manzano on Preschool and educational attainment (OSF, 2024)
- Grätz, Michael. "Does Schooling Affect Socioeconomic Inequalities in Educational Attainment? Evidence from a Natural Experiment in Germany." *Sociological Science* 10 (2023): 880-902.
- Blossfeld, P. N., Blossfeld, G. J., & Blossfeld, H. P. (2015). Educational expansion and inequalities in educational opportunity: Long-term changes for East and West Germany. *European Sociological Review*, 31(2), 144-160.
- Bernardi, F., & Cebolla Boado, H. (2014). Previous school results and social background: Compensation and imperfect information in educational transitions. *European Sociological Review*, 30(2), 207-217.

Complementary Reading:

- Jackson, M., Erikson, R., Goldthorpe, J. H., & Yaish, M. (2007). Primary and secondary effects in class differentials in educational attainment: The transition to A-level courses in England and Wales. *Acta Sociologica*, 50(3), 211-229.
- Breen, R., Luijkx, R., Müller, W., & Pollak, R. (2009). Nonpersistent inequality in educational attainment: Evidence from eight European countries. *American journal of sociology*, 114(5), 1475-1521.
- *Barone, C., & Ruggera, L. (2018). Educational equalization stalled? Trends in inequality of educational opportunity between 1930 and 1980 across 26 European nations. *European Societies*, 20(1), 1-25.
- Lucas, S. R. (2001). Effectively maintained inequality: Education transitions, track mobility, and social background effects. *American journal of sociology*, 106(6), 1642-1690.
- *Raftery, A. E., & Hout, M. (1993). Maximally maintained inequality: Expansion, reform, and opportunity in Irish education, 1921-75. *Sociology of education*, 41-62.
- Breen, R., & Goldthorpe, J. H. (1997). Explaining educational differentials: Towards a formal rational action theory. *Rationality and society*, 9(3), 275-305.

- Raudenbush, S. W., & Eschmann, R. D. (2015). Does schooling increase or reduce social inequality. *Annual Review of Sociology*, 41(1), 443-470.

6. Family, parenting and cultural capital March 6th

This session delves into the intricate interplay between family dynamics, parenting styles, and the accumulation and transmission of cultural capital. This session focuses on pivotal works that explore the variance in childrearing practices across social classes and their subsequent impact on children's cognitive development and educational outcomes.

Our core readings begin with Lareau's seminal 2002 study on "Invisible inequality," which contrasts childrearing practices in black and white families, revealing the nuanced ways social class inscribes itself in the domestic sphere. We extend this investigation through Sullivan, Ketende, and Joshi's exploration of how social class and parental education correlate with early cognitive scores, considering the potency of 'authoritative parenting' and the 'home learning environment.' Jæger and Karlson's work on cultural capital and educational inequality will provide a counterfactual analysis to deepen our understanding of how increasing cultural capital in low-SES families could potentially recalibrate the socioeconomic gradient in education more significantly than in high-SES families.

Our complementary readings will provide a broader theoretical and empirical context, drawing on Bourdieu's foundational concepts of capital, Davies and Rizk's narrative review on the evolution of cultural capital research across generations of sociologists, and Kuppens and Ceulemans' analytical dissection of parenting styles. Finally, Doepke and Zilibotti's "Love, money, and parenting" will offer an intriguing economic perspective on parenting choices and their implications.

Core readings

- Lareau, A. (2002). Invisible inequality: Social class and childrearing in black families and white families. *American sociological review*, 747-776.
- Sullivan, A., Ketende, S., & Joshi, H. (2013). Social class and inequalities in early cognitive scores. *Sociology*, 47(6), 1187-1206.
- Jæger, M. M., & Karlson, K. (2018). Cultural capital and educational inequality: A counterfactual analysis. *Sociological Science*, 5, 775-795.

Complementary readings

- Bourdieu, Pierre. "The forms of capital (1986)". *Cultural theory: An anthology* 1 (2011): 81-93.
- Davies, S., & Rizk, J. (2018). The three generations of cultural capital research: A narrative review. *Review of Educational Research*, 88(3), 331-365.
- Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of child and family studies*, 28(1), 168-181.
- Doepke, M., & Zilibotti, F. (2019). *Love, money, and parenting: How economics explains the way we raise our kids*. Princeton University Press.

7. Income inequality March 13th

Our focus here shifts to a pivotal concern of modern times: Income Inequality. This session is designed to dissect the multifaceted nature of economic disparities that have been widening within and across nations since the 1980s. Our core readings are anchored by the OECD's comprehensive 2011 report "Divided We Stand: Why Inequality Keeps Rising," which examines the primary forces driving inequality trends—globalization, technological progress, and institutional changes—in 22 OECD countries. This analysis serves as the cornerstone of our discussion. Complementing this is David H. Autor's influential paper on the rise of earnings inequality among the "other 99 percent," which provides an incisive look at the role of skills and education in the earnings distribution. Further challenging conventional narratives, Jad Moawad and Daniel Oesch's 2023 paper "The Myth of the Middle Class Squeeze" brings a provocative angle by arguing that it is not the middle class but the poorer sections of society that are most adversely affected by income disparities.

Our complementary readings span both sociological and economic analyses. Thomas A. DiPrete considers the contributions of sociology to understanding inequality trends, providing us with a lens to compare the differences in institutional frameworks between the US and Europe. We also delve into the seminal work of Thomas Piketty with his "Capital in the twenty-first century," and the study by Alvaredo et al. on the top 1 percent's income dynamics, both of which present a longitudinal and cross-national view of wealth accumulation.

The role of technology and automation as drivers of income inequality will be explored through David H. Autor's examination of the paradox of persistent employment in an age of automation, and Acemoglu & Restrepo's "The Race Between Man and Machine," which addresses the implications of technological advancements on labor and economic growth. This theme is extended in the work of Graetz & Michaels, who analyze the impact of robotics on the labor market, and Thewissen & Rueda's research on how technological change shapes redistribution preferences. Finally, Joyce et al.'s call for a sociology of artificial intelligence encourages us to consider how AI may influence societal inequalities and structural transformations.

Core readings

- OECD (2011). *Divided We Stand: Why Inequality Keeps Rising*. OECD Publishing, Paris.
- Autor David H. "Skills, education, and the rise of earnings inequality among the "other 99 percent"." *Science* 344.6186 (2014): 843-851.
- Moawad, Jad, and Daniel Oesch. *The Myth of the Middle Class Squeeze: Employment and Income by Class in Six Western Countries, 1980-2020*. No. 2023-07. Joint Research Centre, 2023

Complementary readings (1)

- DiPrete, Thomas A. "What has sociology to contribute to the study of inequality trends? A historical and comparative perspective." *American Behavioral Scientist* 50.5 (2007): 603-618.
- Piketty, Thomas. "Capital in the twenty-first century." *Capital in the twenty-first century*. Harvard University Press, 2014. Introduction and concluding chapters.
- Alvaredo, F., Atkinson, A. B., Piketty, T., & Saez, E. (2013). The top 1 percent in international and historical perspective. *Journal of Economic perspectives*, 27(3), 3-20.
- Nolan, Brian, Matteo G. Richiardi, and Luis Valenzuela. "The drivers of income inequality in rich countries." *Journal of Economic Surveys* 33.4 (2019): 1285-1324.

Complementary readings (2): automation, technology

- Autor, David H. 2015. "Why Are There Still So Many Jobs? The History and Future of Workplace Automation." *Journal of Economic Perspectives*, 29 (3): 3-30.
- Acemoglu, D. & Restrepo P (2018): "The Race Between Man and Machine: Implications of Technology for Growth, Factor Shares, and Employment," *American Economic Review*, 108, 1488–1542.
- Graetz, G., & Michaels, G. (2018). Robots at work. *Review of Economics and Statistics*, 100(5), 753-768.
- Thewissen, S., & Rueda, D. (2019). Automation and the welfare state: Technological change as a determinant of redistribution preferences. *Comparative Political Studies*, 52(2), 171-208.
- Joyce, K., Smith-Doerr, L., Alegria, S., Bell, S., Cruz, T., Hoffman, S. G., Noble, S. U., & Shestakofsky, B. (2021). Toward a sociology of artificial intelligence: A call for research on inequalities and structural change. *Socius*, 7, 1–11.
<https://doi.org/10.1177/2378023121999581>

8. Poverty March March 20th

The session delves into the intricate interplay between poverty and cognition, examining how these dynamics influence individuals and society at large. We will turn our focus to a curated collection of seminal papers that shed light on poverty not merely as an economic deficiency but as a determinant shaping thought processes and decision-making. Starting with the groundbreaking analysis by Mani et al. (2013), which demonstrates how poverty impedes cognitive function, to the impact of poverty reduction interventions on infant brain activity studied by Troller-Renfree and colleagues, we will explore the growing body of empirical evidence linking financial anxiety with short-term reductions in cognitive capacity. This body of work underscores the necessity of rethinking our methodologies and approaches when analyzing recall survey data. Furthermore, we will delve into the structural and individualistic perspectives on poverty as presented by Calnitsky and analyze the underlying causes of poverty in the works of Desmond, Brady, and Banerjee and Duflo. This multidisciplinary approach will not only enhance our understanding of the roots of poverty but also inform the pathways to effectively address it.

Core readings

- Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). Poverty impedes cognitive function. *science*, 341(6149), 976-980.
- Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. Crown.
- Desmond, M., & Western, B. (2018). Poverty in America: New directions and debates. *Annual Review of Sociology*, 44(1), 305-18.

Complementary readings

- Troller-Renfree, Sonya V., et al. "The impact of a poverty reduction intervention on infant brain activity." *Proceedings of the National Academy of Sciences* 119.5 (2022): e2115649119.
- Calnitsky, D. (2018). Structural and individualistic theories of poverty. *Sociology Compass*, 12(12), e12640.
- Brady, D. (2019). Theories of the Causes of Poverty. *Annual Review of Sociology*, 45, 155-175.
- Banerjee, Abhijit, Abhijit V. Banerjee, and Esther Duflo. *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs, 2011.

9. Migration April 3rd

The session covers an in-depth exploration of the multifaceted phenomena of migration, where we will dissect the layers of migrant selectivity, integration policies, and the consequences of discrimination on economic and social outcomes. Our core readings, including works by Cebolla-Boado & Soysal and Di Stasio et al., provide empirical analyses on whether migration optimism in China is a result of selectivity pre-migration or the migration experience itself, and how religious discrimination affects Muslim individuals in cross-national hiring practices. We further examine the effectiveness of integration policies through Platt, Polavieja, & Radl's investigation into the labor market attainment of immigrants in Europe.

The complementary readings extend our discussion into the realms of how culture influences economic outcomes, the role of religion in immigrant inclusion, and the broader economic and cultural drivers of immigrant support worldwide. Through critical evaluations of selectivity effects on health, labor market, and education, as discussed by Feliciano, and motivational orientations in migration as presented by Polavieja, Fernández-Reino, & Ramos, we will delve into the 'healthy immigrant effect' and the intricacies of migrant selectivity. This session aims to unravel the complex tapestry of migration, challenging us to think critically about the intersection of economic, cultural, and health-related dynamics in contemporary migratory patterns.

Core readings

- Cebolla-Boado, H., & Soysal, Y. N. (2018). Educational optimism in China: migrant selectivity or migration experience?. *Journal of Ethnic and Migration Studies*, 44(13), 2107-2126.

- Di Stasio, V., Lancee, B., Veit, S., & Yemane, R. (2021). Muslim by default or religious discrimination? Results from a cross-national field experiment on hiring discrimination. *Journal of Ethnic and Migration Studies*, 47(6), 1305-1326.
- Platt, L., Polavieja, J., & Radl, J. (2022). Which integration policies work? The heterogeneous impact of national institutions on immigrants' labor market attainment in Europe. *International Migration Review*, 56(2), 344-375.

Complementary readings

- Guiso, L., Sapienza, P., & Zingales, L. (2006). Does culture affect economic outcomes?. *Journal of Economic perspectives*, 20(2), 23-48.
- Foner, N., & Alba, R. (2008). Immigrant religion in the US and Western Europe: Bridge or barrier to inclusion?. *International migration review*, 42(2), 360-392.
- Valentino, Nicholas A., Stuart N. Soroka, Shanto Iyengar, Toril Aalberg, Raymond Duch, Marta Fraile, Kyu S. Hahn et al. "Economic and cultural drivers of immigrant support worldwide." *British Journal of Political Science* 49, no. 4 (2019): 1201-1226.
- Feliciano, C. (2020). Immigrant selectivity effects on health, labor market, and educational outcomes. *Annual Review of Sociology*, 46, 315-334.
- Polavieja, J. G., Fernández-Reino, M., & Ramos, M. (2018). Are migrants selected on motivational orientations? Selectivity patterns amongst international migrants in Europe. *European Sociological Review*, 34(5), 570-588.
- Ichou, M., & Wallace, M. (2019). The healthy immigrant effect. *Demographic Research*, 40, 61-94.

10. Gender April 10th

The session delves into the persistent and multifaceted issue of gender biases and inequality. Through a critical examination of seminal core readings, we will confront the enduring legacy of gender bias in Europe, as illuminated by Damann Siow's (2023) research which intriguingly links medieval teeth to present disparities. NP awardee Claudia Goldin provides an interesting setting to evaluate gender convergence in the labour market. The cross-national field experiments by Birkelund et al. (2022) provide us with quantifiable measures of discrimination in the labor market. We scrutinize the biological versus societal underpinnings of child penalties in the workforce as debated by Kleven, Landais, & Sogaard (2021) and Rosenbaum (2019), challenging the notion that biology is a determinant in child-related gender gaps. Additionally, Blake et al.'s (2018) study on income inequality provides a nuanced perspective on the external expressions of female sexualization in the context of economic conditions, prompting a reevaluation of the relationship between gender inequality and female subordination.

Complementing these core discussions, we will explore the origins of gender roles as proposed by Alesina, Giuliano, & Nunn (2013), and the intergenerational transmission of gendered labor attitudes. Further readings will guide us through the evolving landscape of female educational attainment and the dynamics of gender segregation in educational fields. This session aims to provide a comprehensive understanding of gender inequality, from its

historical roots to its contemporary manifestations, examining the interplay between gender, economy, society, and the merits of structural versus meritocratic explanations for gender disparities in science and technology.

Core readings

- Damann Siow (2023) “Persistence of gender biases in Europe” PNAS 120 (12) e2213266120
- Goldin, Claudia (2014) “A grand gender convergence: its last chapter” American Economic Review 104(4):1091-1119.
- Birkelund, G. E., Lancee, B., Larsen, E. N., Polavieja, J. G., Radl, J., & Yemane, R. (2022). Gender Discrimination in Hiring: Evidence from a Cross-National Harmonized Field Experiment. *European Sociological Review*, 38(3), 337-354. Mide experimentalmente la discriminacion en mercado
- Kleven, H., Landais, C., & Søgaaard, J. E. (2021). Does biology drive child penalties? evidence from biological and adoptive families. *American Economic Review: Insights*, 3(2), 183-98. Mercado laboral: no es la maternidad
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Complementary readings

- Alesina, A., Giuliano, P., & Nunn, N. (2013). On the origins of gender roles: Women and the plough. *The quarterly journal of economics*, 128(2), 469-530.
- Platt, L., & Polavieja, J. (2016). Saying and doing gender: Intergenerational transmission of attitudes towards the sexual division of labour. *European Sociological Review*, 32(6), 820-834.
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- Van de Werfhorst, H. G. (2017). Gender segregation across fields of study in post-secondary education: Trends and social differentials. *European Sociological Review*, 33(3), 449-464.
- Barone, C. (2011). Some things never change: Gender segregation in higher education across eight nations and three decades. *Sociology of education*, 84(2), 157-176.
- Herd, P., Freese, J., Sicinski, K., Domingue, B. W., Mullan Harris, K., Wei, C., & Hauser, R. M. (2019). Genes, gender inequality, and educational attainment. *American Sociological Review*, 84(6), 1069-1098. Education
- Cech, E. A., & Blair-Loy, M. (2010). Perceiving glass ceilings? Meritocratic versus structural explanations of gender inequality among women in science and technology. *Social Problems*, 57(3), 371-397.

11. (Epi)genetic determinants of educational attainment April 24th

This session navigates the complex interplay between genetics and educational outcomes, a frontier in sociogenomic research. Core readings for this session begin with Conley's foundational study on socio-genomic research, establishing a baseline for understanding how molecular data can intersect with social science inquiries. Engzell and Troup's work further unravels this interconnection, illustrating how the genetic inheritance of education correlates with social mobility. Kong et al.'s seminal paper on the nature of nurture delineates the intertwined effects of parental genotypes on education, while Polderman et al.'s meta-analysis of twin studies contrasts the genetic influence on physical traits with that on societal values.

Complementary readings provide a primer on Genome-Wide Association Studies (GWAS) with Uffelmann et al., and delve into statistical genetic data analysis as explored by Mills, Barban, and Troup. Further explorations into the genetic pathways of educational attainment, its association with smoking and cohort changes, and the genetic links to intelligence and risk tolerance round out our reading list. This session promises to illuminate the genetic scaffolding of educational achievement, while also considering how environmental factors and societal values shape, modulate, and sometimes amplify genetic propensities

Core readings

- Conley D. 2016. Socio-genomic research using genome-wide molecular data. *Annu. Rev. Sociol.* 42:275–99
- Engzell P, Troup FC. 2019. Heritability of education rises with intergenerational mobility. *PNAS* 116(51):25386–88
- Kong A, Thorleifsson G, Frigge ML, Vilhjalmsdottir B, Young AI, et al. 2018. The nature of nurture: effects of parental genotypes. *Science* 359:424–28
- Benjamin B, de Leeuw CA, Sullivan PF, van Bochoven A, et al. 2015. Meta-analysis of the heritability of human traits based on fifty years of twin studies. *Nat. Genet.* 47(7):702–9

Complementary readings

- Uffelmann, E., Huang, Q. Q., Munung, N. S., De Vries, J., Okada, Y., Martin, A. R., ... & Posthuma, D. (2021). Genome-wide association studies. *Nature Reviews Methods Primers*, 1(1), 1-21.
- Mills MC, Barban N, Troup FC. 2020a. *An Introduction to Statistical Genetic Data Analysis*. Cambridge, MA: MIT Press
- Lee JJ, Wedow R, Okbay A, Kong E, Maghziyan O, et al. 2018. Gene discovery and polygenic prediction from a genome-wide association study of educational attainment in 1.1 million individuals. *Nat. Genet.* 50(8):1112–21
- Liu H. 2018. Social and genetic pathways in multigenerational transmission of educational attainment. *Am. Sociol. Rev.* 83(2):278–304

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- Savage, J. E., Jansen, P. R., Stringer, S., Watanabe, K., Bryois, J., De Leeuw, C. A., ... & Posthuma, D. (2018). Genome-wide association meta-analysis in 269,867 individuals identifies new genetic and functional links to intelligence. *Nature genetics*, 50(7), 912-919.
- Karlsson Linnér R, Biroli P, Kong E, Meddens SFW, Wedow R, et al. 2019. Genome-wide association analyses of risk tolerance and risky behaviors in over 1 million individuals identify hundreds of loci and shared genetic influences. *Nat. Genet.* 51(2):245–57

12. Wrap up and pending issues. May 8th

- Lupu, Noam, and Alejandro Tirado Castro. "Unequal policy responsiveness in Spain." *Socio-Economic Review* (2022): mwac040.